

Tamkang University Academic Year 102, 2nd Semester Course Syllabus

Course Title	RACISM AND US FOREIGN AFFAIRS	Instructor	PHILIP HSIAOPONG LIU
Course Class	TIFAM1A MASTER'S PROGRAM, DIVISION OF AMERICAN STUDIES, GRADUATE INSTITUTE OF THE AMERICAS, 1A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 3 Credits
D e p a r t m e n t a l A i m o f E d u c a t i o n			
<ul style="list-style-type: none"> I. To foster talents understanding American affairs. II. To cultivate professionals engaging to American affairs. III. To train students with competent capabilities in English or in Spanish. 			
D e p a r t m e n t a l c o r e c o m p e t e n c e s			
<ul style="list-style-type: none"> A. To develop introductory academic research abilities for students. B. To teach students with basic international relations theories. C. To educate students with critical and independent thinking and judgment. D. To foster students understanding American affairs. E. To cultivate students with competent capabilities in English communication and writing. 			
Course Introduction	<p>This class will focus on how race and racial identities are constructed and reinforced. Moreover, by studying how racial identities shape American social institutions, the lecturer will explore the connection between America's domestic structure and the dominant ideology of racism in relation to foreign policies.</p>		

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I.Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,
A4-Organizing, A5-Charaterizing, A6-Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	Examining different racial groups in the US.	C2	ACE
2	What is the political influence of American racial and ethnic groups in shaping this nation's foreign policy	C4	ACE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Examining different racial groups in the US.	Lecture, Discussion	Written test, Report, Participation
2	What is the political influence of American racial and ethnic groups in shaping this nation's foreign policy	Lecture, Discussion	Written test, Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◇ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	103/02/17 ~ 103/02/23	Introduction	
2	103/02/24 ~ 103/03/02	Cultural Perspectives of Races	
3	103/03/03 ~ 103/03/09	The Making of White Races	
4	103/03/10 ~ 103/03/16	Color Lines: Domestic and International	
5	103/03/17 ~ 103/03/23	Racism and National Development: Indians	
6	103/03/24 ~ 103/03/30	Racism and National Development: Mexicans	
7	103/03/31 ~ 103/04/06	Racism and National Development: African Slaves	
8	103/04/07 ~ 103/04/13	Darwinism	
9	103/04/14 ~ 103/04/20	Asian Policy	
10	103/04/21 ~ 103/04/27	Quiz 1/field trip	
11	103/04/28 ~ 103/05/04	Immigration	
12	103/05/05 ~ 103/05/11	Racism during the WWII: Yellow and Blacks	

13	103/05/12 ~ 103/05/18	Racism during the Cold War: American Blacks and China	
14	103/05/19 ~ 103/05/25	Racism during the Cold War: Vietnam	
15	103/05/26 ~ 103/06/01	Apartheid	
16	103/06/02 ~ 103/06/08	Terrorists	
17	103/06/09 ~ 103/06/15	Student Presentations	
18	103/06/16 ~ 103/06/22	Quiz 2	
Requirement			
Teaching Facility	Computer		
Textbook(s)	Thomas Ambrosio, Ethnic Identity Groups and U.S. Foreign Policy (London: Praeger, 2002)		
Reference(s)	Alexander Deconde, Ethnicity, Race, And American Foreign Policy: A History (Northeastern University Press, 1992)		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 10.0 %</p> <p>◆ Final Exam : 10.0 %</p> <p>◆ Other (Paper) : 40.0 %</p>		
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php.</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>		